

OXFORD

# Link It!



## Teacher's Pack



Classroom  
Presentation Tool



Teacher's Guide



Teacher's Resource  
Center



Practice Kit

Philippa Bowen &  
Denis Delaney  
Christina de la Mare



# Link it!

## Teacher's Pack

Philippa Bowen &  
Denis Delaney  
Christina de la Mare



**OXFORD**  
UNIVERSITY PRESS



Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide. Oxford is a registered trade  
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2019

The moral rights of the author have been asserted

First published in 2019

2023 2022 2021 2020 2019

10 9 8 7 6 5 4 3 2 1

## No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored  
in a retrieval system, or transmitted, in any form or by any means, without  
the prior permission in writing of Oxford University Press, or as expressly  
permitted by law, by licence or under terms agreed with the appropriate  
reprographics rights organization. Enquiries concerning reproduction outside  
the scope of the above should be sent to the ELT Rights Department, Oxford  
University Press, at the address above

You must not circulate this work in any other form and you must impose  
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for  
information only. Oxford disclaims any responsibility for the materials  
contained in any third party website referenced in this work

ISBN: 978 0 19 482420 0	Teacher's Guide
ISBN: 978 0 19 482426 2	Teacher's Access Card
ISBN: 978 0 19 482459 0	Teacher's Pack

Printed in China

This book is printed on paper from certified and well-managed sources

## ACKNOWLEDGEMENTS

*Cover photographs reproduced with permission from:* Getty Images (children);  
Shutterstock.

*Back cover photograph:* Oxford University Press building/David Fisher.

*Commissioned photograph by:* MM Studios p.96 (pop socket, head massager,  
rotating fork).

*Illustrations by:* John Batten/Beehive Illustration p. W28; Sara Lynn Cramb/  
Astound Us pp.22, 25, 39, 46, 56, 119, W18; Daniel Duncan/The Bright Group  
p. W10; Nicolas Gremaud/Anna Goodson Agency pp.36, 50, 67, 75; Sr Sanchez/  
The Bright Group pp.95, 122, 123; Ben Scruton/Meiklejohn Illustration pp.70,  
W6, W29, W30, W31; Folko Streese/Beehive Illustration p.8.

*Video stills by:* Oxford University Press pp.14, 24, 31, 38, 48, 55, 62, 72, 79, 86,  
96, 103.

*The publisher would like to thank the following for permission to reproduce photographs:*  
123rf (Andre Cypriano Sanches, Chris Van Lennep, JetKat, Photodisc,  
Tupungato); Alamy Stock Photo (Antonio Guillem, asiseeit, B2M Productions,  
Ben Molyneux, Boston Globe, Butch Martin, byswat, CBW, Cristina Fumi,  
D. Hurst, Waters, Ed Rooney, FatCamera, Freeman Keats, Four Oaks, Ganna  
Potapova, Gareth Byrne, Greg Balfour Evans, Islandstock, Julian Rovagnati,  
Maskot, Motoring Picture Library, Mouse in the House, Nick Moore, Nolte  
Lourens, Off Beaten Waves, OJO Images Ltd, Pat Behnke, Patti McConville,  
Paul Vidler, Pictorial Press Ltd, Randy Duchaine, Richard Levine, Robert  
Landau, Rob Walls, Stephen Barnes/Northern Ireland, studiomode, Tetra  
images, Tony Anderson, WENN Ltd); Getty Images (altrendo images, B2M  
Productions, bilderlounge, Blend Images, Caspar Benson, Chris Gould, Chris  
Ryan, Compassionate Eye Foundation/Robert Kent, Comstock Images, Dianne  
Avery Photography, Dougal Waters, Feel Photo Art, Fotosearch RF, Greg K\_\_ca,  
GyvaFoto, Halfdark, Halfpoint, Hero Images, Hill Street Studios, Horiyan,  
hsyncoban, Image Source, Iroz Gaizka/AFP, Jetta Productions, JGI/Jamie Grill,  
Johnner RF, Johnnyhetfield, Juanmonino, Juice Images RF,kate\_sept2004, Kevin  
Dodge, Laura Lezza, Nuzulu, Mayte Torres, Maskot, Michael Runkel, Mikael  
Vaisanen,Peathegee Inc, Peter Glass, PNC, Priscilla Gragg, quavondo,Rebecca  
Drobis, Richard Drury, Rob Lewine, Rob Melnychuk, Rob Wilson, Ron  
Levine, Siri Stafford, Stígur Már Karlsson/Heimsmyndir, sturti, Tetra images,  
Thomas Grass, Tom Cockrem, Tony Anderson, Vicky Kasala Productions,  
Westend61, Wilhelm Roentgen, Yasser Chalid, Zave Smith); Oxford University  
Press (Alexey Boldin, Mark Bassett, Nicolas Gremaud/Anna Goodson  
Agency, Sara Lynn Cramb/Astound US, soft\_light); Redemption Roasters  
p.114 (Redemption Roastery/Matthew Walder); Science Photo Library (Susan  
Kuklin); Shutterstock (4691, 5m3photos, Africa Studio, Alexander Chaikin,  
Alexander Tolstykh, Alexkava, alexmillos, An Nguyen, Andrey\_Popov,  
Anna-Marie, Annashou, antoniodiaz, anyaivanova, arslaan, Artens, asiseeit,  
auremar, axily, Bartkowski, Images, begalphoto, Blackboard, BlueSkyImage,  
Bogdan Ionescu, Boris Ryaposov, Brenda Chan, Brent Hofacker, Brocreative,  
Busara, Butch Martin, canadastock, Carboxylase, Chris Parypa Photography,  
Christian Bertrand, Cienpies Design, CloudyStock, Cocos.Bounty, Costazzurra,  
Daisy Daisy, Dejan Dundjerski, De Jongh Photography, Deyan Georgiev,  
Diego Cervo, dnd\_project, dolgachov, Dragon Images, Eduard Radu, Edwin  
Butter, Edyta Pawlowska, Elnur, EnsUPER, Eric Isselee, Estrada Anton, Everrett  
Historical, everydoghasastory, Everyonephoto Studio, evgenii mitroshin,

faber1893, federicofoto, Fedor Selivanov, Filipe Frazao, Fitria Ramli, FooTToo,  
FocusStocker, Folko Streese, foryouinf, frantic00, Freer,gabriel12, Gary Yim,  
Geoff Robinson Photography/REX, Golubovy, Gorbash Varvara, Granger/  
REX, Htdelight,irin-k, Ivonne Wierink, Inspiring, ames Steidl, Jannis Tobias  
Werner, JasminkaM, JeniFoto, Jerome Labouyrie, Jim Lo Scalzo/Epa/REX,  
Lightspring, John Roman Images, Julie Lucht, KanokpoTokumhnerd, Kiki  
Dohmeier, kitigan, Krol, ksl, Le Do, Leigh A. Williams, LightField Studios,  
Liliya Kandrashevich, limpido, Luciano Mortula - LGM, Lukaszewicz, Maglara,  
Malivan\_Iuliia, Mandy Godbehear, Maria Zvonkova, Mariia Khamidulina,  
Mark Bassett, marvent, Mascha Tace, Matheus Obst, mavo, maxbelchenko,  
Mega Pixel, Melinda Nagy, metamorworks, michaeljung, Michal Jurkowski,  
MiloVad, MJTH, Monkey Business Images, MuchMania, Murray Sanders/  
Daily Mail/REX, my leap year, Nadino, Nata789, Oleg Vinnichenko, Oleksii  
Didok, ozanuysal,Phonlamai Photo, photka, Photodisc, hotographee.eu,  
Pichi, Picsfive, pluie\_r, Pressmaster, Production Perig,Rafal Kulik, rangizzz,  
Ranta Images, Rashad Ashurov, Rawpixel.com, Rena Schild, Rob Byron,  
roundex, S.Borisov, Samuel Borges Photography, sasimoto, sdecoret, science  
photo, Sergey Novikov, Sergiy Zavgorodny, SidWorld, Sipa Press/REX,  
SlipFloat, Slowga, Sokol Artstudio, SOMKKU, Stephan Kogelman/AP/REX,  
stockfour, sungsu han, Svetislav1944, Svitlana Sokolova, Syda Productions,  
TanyaRozhnovskaya, Tetra Images, thanakorn.yg, Thomas Grass, Toranico,  
Tsekhmister, tspider, underworld, upthebanner, Valerii Iavtushenko,  
Vereshchagin Dmitry, Viacheslav Nikolaenko, Vitaly Titov & Maria  
Sidelnikova, VOOK, wavebreakmedia, Wichan Kongchan, withGod, yanik88,  
YanLev, Yasser Chalid, Yulai Studio, Yuliya Evstratenko, Yummyphotos).

# Contents

Student Book contents .....	iv
Welcome unit .....	4
Unit 1 .....	10
Unit 2 .....	20
Review A .....	30
Unit 3 .....	34
Unit 4 .....	44
Review B .....	54
Unit 5 .....	58
Unit 6 .....	68
Review C .....	78
Unit 7 .....	82
Unit 8 .....	92
Review D .....	102
Cambridge English A2 Key (KET) for Schools practice .....	106
Culture .....	110
CLIL .....	118
Puzzles .....	122
Remember .....	123
Student Book audioscripts .....	124
Workbook answer key .....	131
Audio track list .....	134



# Contents

			COMPETENCES
<b>W</b> <b>Welcome</b> pp.4–9	<b>Vocabulary</b>	<b>Grammar</b>	<b>Communication</b>
<b>1</b> <b>What am I going to do?</b> pp.10–19	<ul style="list-style-type: none"> <li><b>Jobs</b> Strategy: Best way to study</li> </ul>	<ul style="list-style-type: none"> <li><i>going to</i> (1): Intentions</li> <li><i>going to</i> (2): Predictions</li> <li>Relative pronouns: <i>who</i>, <i>which</i>, and <i>that</i></li> <li>Verb + infinitive or <i>-ing</i> form</li> </ul>	<ul style="list-style-type: none"> <li><b>Checking in at an airport</b> Strategy: Intonation</li> </ul>
<b>2</b> <b>What will happen if ...?</b> pp.20–29	<ul style="list-style-type: none"> <li><b>Geography</b> Strategy: Using drawings to memorize new words</li> </ul>	<ul style="list-style-type: none"> <li><i>will</i>: Future</li> <li><i>will / going to</i></li> <li>First conditional</li> </ul>	<ul style="list-style-type: none"> <li><b>Asking for travel information</b> Strategy: Asking people to repeat things</li> </ul>
<b>A</b> <b>Review</b> pp.30–33	<b>Exam practice and review A</b>	<b>Extra communication A</b>	<b>Video Link</b> <b>Global skills A</b>
<b>3</b> <b>What have you done?</b> pp.34–43	<ul style="list-style-type: none"> <li><b>Exciting experiences</b> Strategy: Associating new vocabulary with people and things</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect</li> <li>Past participles</li> <li>Present perfect</li> <li><i>been / gone</i></li> <li><i>ever / never</i></li> <li>Present perfect / Simple past</li> </ul>	<ul style="list-style-type: none"> <li><b>Checking in at a hotel</b> Strategy: Using polite language in a conversation</li> </ul>
<b>4</b> <b>I think you've just broken them</b> pp.44–53	<ul style="list-style-type: none"> <li><b>Technology</b> Strategy: Vocabulary flashcards</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect + <i>just / yet / for / since</i></li> <li>Possessive adjectives and pronouns</li> <li><i>Whose ...?</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Asking for help at a tourist office</b> Strategy: Formal and informal greetings</li> </ul>
<b>B</b> <b>Review</b> pp.54–57	<b>Exam practice and review B</b>	<b>Extra communication B</b>	<b>Video Link</b> <b>Global skills B</b>
<b>5</b> <b>Was he causing trouble?</b> pp.58–67	<ul style="list-style-type: none"> <li><b>Bad behavior</b> Strategy: Categorizing new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Past progressive</li> <li><i>while</i></li> <li>Past progressive and simple past + <i>when / while</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Buying souvenirs</b> Strategy: Using the phrase <i>excuse me</i></li> </ul>
<b>6</b> <b>What should I do?</b> pp.68–77	<ul style="list-style-type: none"> <li><b>Illnesses and remedies</b> Strategy: Practicing difficult words</li> </ul>	<ul style="list-style-type: none"> <li><i>should</i></li> <li>Second conditional</li> <li><i>If I were you, ...</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Asking for help at a pharmacy</b> Strategy: Using conjunctions</li> </ul>
<b>C</b> <b>Review</b> pp.78–81	<b>Exam practice and review C</b>	<b>Extra communication C</b>	<b>Video Link</b> <b>Global skills C</b>
<b>7</b> <b>She still likes him, doesn't she?</b> pp.82–91	<ul style="list-style-type: none"> <li><b>Relationships</b> Strategy: Using colors to remember vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Tag questions with <i>be</i> and <i>do</i></li> <li>Tag questions with other tenses and modal verbs</li> </ul>	<ul style="list-style-type: none"> <li><b>Choosing a gift</b> Strategy: Intonation of tag questions</li> </ul>
<b>8</b> <b>People who have made history</b> pp.92–101	<ul style="list-style-type: none"> <li><b>Human achievement</b> Strategy: Vocabulary games</li> </ul>	<ul style="list-style-type: none"> <li>The infinitive of purpose</li> <li><i>in order to</i></li> <li><i>so that</i></li> <li>Adjective + preposition + gerund</li> <li>Comparative and superlative adverbs</li> </ul>	<ul style="list-style-type: none"> <li><b>Discussing what things are for</b> Strategy: Stressing key words</li> </ul>
<b>D</b> <b>Review</b> pp.102–105	<b>Exam practice and review D</b>	<b>Extra communication D</b>	<b>Video Link</b> <b>Global skills D</b>
<b>A2 Key (KET) for Schools practice</b> pp.106–109			<b>Puzzles</b> pp.122–123
			<b>Word list</b> pp.124–126
<b>Workbook</b>	<b>Unit 1</b> pp.W2–W7	<b>Unit 2</b> pp.W8–W13	<b>Unit 3</b> pp.W14–W19
			<b>Unit 4</b> pp.W20–W25

Listening and Speaking	Reading and Writing	Culture
<ul style="list-style-type: none"> <li>Plans for the weekend</li> </ul>	<ul style="list-style-type: none"> <li>A careers website</li> <li>A paragraph about your future</li> </ul> <p>Strategy: Organizing ideas</p>	<ul style="list-style-type: none"> <li>The weirdest jobs in the world p.110</li> </ul>
<ul style="list-style-type: none"> <li>Life in 100 years</li> </ul> <p>Strategy: Key words</p>	<ul style="list-style-type: none"> <li>Investigating volcanoes</li> <li>A poster about a volcano</li> </ul> <p>Strategy: Writing a conversation</p>	<ul style="list-style-type: none"> <li>Plogging p.111</li> <li>▶ Teenage inventor</li> </ul>
My progress A		CLIL A, Biology p.118
<ul style="list-style-type: none"> <li>Past experiences / events</li> </ul>	<ul style="list-style-type: none"> <li>Record-breakers!</li> <li>A paragraph about a record-breaking event</li> </ul> <p>Strategy: Writing about life experiences</p>	<ul style="list-style-type: none"> <li>Exciting experiences for all p.112</li> <li>▶ Extreme world</li> </ul>
<ul style="list-style-type: none"> <li>Experiences on vacation</li> </ul>	<ul style="list-style-type: none"> <li>Are you too dependent on technology?</li> <li>A text about what you do online</li> </ul> <p>Strategy: Writing paragraphs</p>	<ul style="list-style-type: none"> <li>Green Bank: The town with no Wi-Fi p.113</li> </ul>
My progress B		CLIL B, Geography p.119
<ul style="list-style-type: none"> <li>Crime reports</li> </ul>	<ul style="list-style-type: none"> <li>Lola G: vandal or illustrator?</li> <li>An account of a crime</li> </ul> <p>Strategy: Creating context</p>	<ul style="list-style-type: none"> <li>Redemption Roasters p.114</li> <li>▶ Street art</li> </ul>
<ul style="list-style-type: none"> <li>Actions in specific situations</li> </ul>	<ul style="list-style-type: none"> <li>Things to do to be healthy and happy</li> <li>An email giving advice</li> </ul> <p>Strategy: Writing and reviewing a draft</p>	<ul style="list-style-type: none"> <li>Rainforest remedies p.115</li> </ul>
My progress C		CLIL C, Citizenship p.120
<ul style="list-style-type: none"> <li>Celebrations of love</li> </ul> <p>Strategy: Predicting the answers in listening exercises</p>	<ul style="list-style-type: none"> <li>Relationship celebrations</li> <li>A presentation about a celebration of love</li> </ul> <p>Strategy: Punctuation: commas</p>	<ul style="list-style-type: none"> <li>Animals have feelings, too! p.116</li> <li>▶ Monkeys</li> </ul>
<ul style="list-style-type: none"> <li>Identifying the purpose of an object</li> </ul> <p>Strategy: Identifying context</p>	<ul style="list-style-type: none"> <li>Nikola Tesla</li> <li>A biography of Sir Alexander Fleming</li> </ul> <p>Strategy: Using relative clauses to give additional information</p>	<ul style="list-style-type: none"> <li>A brief history of writing p.117</li> </ul>
My progress D		CLIL D, Literature p.121

# Welcome to Link It! 3

## Grammar

Count / noncount nouns  
Simple present / Present progressive  
Compounds: *some / any / every / no*  
Present progressive for future  
Comparative and superlative adjectives  
*have to / don't have to*  
*must / mustn't*  
Simple past  
Verb + -ing form / infinitive

## Vocabulary

Food and drink  
The weather  
Physical appearance  
Transportation and travel  
Places around town  
Housework  
Movie types  
Feelings and emotions

## Aim

To review a variety of grammar and vocabulary topics covered in the previous levels

To identify what individual students may still need to work on before starting Level 3

## Warm-up

- Introduce yourself to the class. Then ask students to introduce themselves.
- Ask students questions about some of the topics on pages 4–9, e.g., *What do you like to eat? What is the weather like today? What do you usually do in the summer?*

## Food and drink

page 4

### Exercise 1 Real English 002

- Students do the exercise individually. Play the audio for them to check their answers.

**Audioscript** Teacher's Guide page 124

### Exercise 2 Pairwork


- In pairs, students write a dialogue.

## Count / noncount nouns

page 4


### Exercise 3

- Write: *I'm going shopping for food. We need apples.* Ask: *Which noun is noncount? (food) Which is a count noun? (apples)* Draw four apples and say: *There are four apples.* Then write *food*. Say: *We can't count this noun.*
- Students do the exercise individually.



# Welcome to Link it! 3

### Food and drink

**1**  **Real English** Look at the pictures and complete the dialogue with the correct words. Then listen, check, and repeat.

Waiter Are you ready to order?  
Natalie Yes, I am.  
Waiter What would you like?  
Natalie I'd like the tomato,  
1 onion, and  
2 mushroom pizza, please.

Waiter Anything to drink?  
Natalie I'll have a 3 pineapple and  
4 mango juice, please.


Waiter Is that everything?  
Natalie Yes, thanks.

**2** **Pairwork** Write a dialogue similar to the one in exercise 1. Then practice with your partner.

### Count / noncount nouns

**3** Look at the food words. Write C (count) or N (noncount).

mayonnaise <u>N</u>	4 vinegar <u>N</u>
1 coconut <u>C</u>	5 watermelon <u>C</u>
2 egg <u>C</u>	6 yogurt <u>N</u>
3 olive oil <u>N</u>	7 bread <u>N</u>

**4**  **003** Complete the dialogue with the words in the box. Then listen and check.

a an a an some any any a lot much a few

Sergio Mom! Can you help me for a few minutes?  
I need to take 1 a bag lunch with me tomorrow. Is there 2 any bread?  
Mom Yes, there is. There's 3 a lot of bread!  
Sergio Awesome! Ham and salad sandwiches!  
Mom No, sorry. There isn't 4 any ham, but you can have 5 some cheese and salad in your sandwiches.  
Sergio OK. Is there 6 an orange I can take?  
Mom Hmm ... There isn't 7 much fruit. There's only 8 an apple and 9 a banana.  
Sergio OK! Thanks, Mom!

### The weather

**5** Complete the words with the missing letters. Use the letters in orange to make the secret word.

1	F	O	G	G	Y
2	S	U	N	N	Y
3	C	O	O	L	
4	W	I	N	D	Y
5	R	A	I	N	I
6	W	A	R	M	

Secret word: snowing

### Simple present / Present progressive

**6** Complete the sentences with the simple present or present progressive. Use the verbs in parentheses.

1 I always take a parasol to the beach. I 'm sitting under it now to eat my lunch. (take / sit)  
2 Lucia is planning a ski vacation. She likes the snow. (plan / like)  
3 My brother never helps in the kitchen, but today he 's making dinner! (help / make)  
4 Inma usually drives to work, but today it's foggy, so she 's walking. (drive / walk)

**7** Read the message. Find and underline five more mistakes. Write the sentences correctly.


Hi, Heitor.

Thanks for your letter! I hope you enjoy your summer vacation!

Right now, my family and I are stay in Guarujá in São Paulo. We're coming here every year. It's great fun because every day my brother and I go to the beach and we're playing volleyball all day. I love being on vacation here. Normally it's very hot and sunny, but it rains today, so I'm sitting inside and I write to you.

Talk soon!

Gustavo



### Exercise 4 003

- Review rules: *a / an* is used with count nouns, *some / any* and *a lot of* with count or noncount nouns; *some* is used in affirmative statements, *any* is used in questions and negatives; *much* is used with noncount nouns, and *a few* is used with count nouns.
- Students do the exercise individually.
- Check the answers as a class.

**Audioscript** Teacher's Guide page 124

## The weather

page 4

### Exercise 5

- Students complete the puzzle.
- Check the answers as a class.

## Simple present / Present progressive

page 4

### Exercise 6

- Write: *I'm teaching. I teach every day.* Ask: *What's the difference?* (The first describes something happening now, the second a regular activity.) Read out the example. Ask: *What verb form is this?* (simple present) *When do we use it?* (for regular actions)
- Students do the exercise individually.

### Exercise 7

- Ask: *What's the mistake in the example?* (It should be in the present progressive.)
- Students do the exercise individually.

### ANSWERS

enjoy → 're enjoying, are stay → are staying, 're coming → come, 're playing → play, it rains → it's raining, write → 'm writing



## Physical appearance

8 Check (✓) the words that describe the man in the picture.

- |               |                                     |
|---------------|-------------------------------------|
| glasses       | <input checked="" type="checkbox"/> |
| 1 a beard     | <input checked="" type="checkbox"/> |
| 2 a mustache  | <input checked="" type="checkbox"/> |
| 3 long hair   | <input type="checkbox"/>            |
| 4 short hair  | <input type="checkbox"/>            |
| 5 dark hair   | <input type="checkbox"/>            |
| 6 white hair  | <input checked="" type="checkbox"/> |
| 7 blue eyes   | <input type="checkbox"/>            |
| 8 brown eyes  | <input checked="" type="checkbox"/> |
| 9 green eyes  | <input type="checkbox"/>            |
| 10 overweight | <input checked="" type="checkbox"/> |
| 11 slim       | <input type="checkbox"/>            |



## Compounds: some / any / every / no

10 Read the message about summer camp. Choose the correct alternatives.

Summer camp is great, and I'm really enjoying everything / nothing about it! Everybody / Nobody is very nice, and I made friends with everyone / someone. Her name's Melissa. On Tuesday, we went to the little town. Melissa wanted to buy anything / something for her parents. We looked everywhere / everything, but we didn't find anything / nothing nice for them. Yesterday, we made a campfire. Tasha played the guitar for us! Today, we have to clean the campsite and make sure there isn't any trash somewhere / anywhere. I have to go, but let's talk soon! 😊  
Francisca

11 Complete the messages with the words in the boxes.

anything somewhere nothing

Hi! Are you doing anything on Saturday night? Do you want to go somewhere? 7:17 p.m. ✓

everyone something anywhere

Hey! No, I'm sorry, I can't go anywhere! My sister and I planned something for Saturday! 7:20 p.m. ✓

everybody anyone somewhere

That's fine! Do you have plans with anyone for Friday night? Javi told us about this new movie, and now everybody wants to see it. 7:22 p.m. ✓

nothing everything somebody

I'm really sorry, I have a tennis lesson. But I have nothing planned for Sunday. Somebody told me there is an awesome ice cream café in the mall now. Do you want to go there? 7:27 p.m. ✓

OK, great idea! 7:29 p.m. ✓

Five

5

## Compounds: some / any / every / no

page 5

## Exercise 10

- Write on the board: *some-, any-, every-, no-, in one line and -one/body, -thing, -where in another line.* Ask: *Which compounds do we use to talk about people?* (someone / somebody, anyone / anybody, everyone / everybody, no one / nobody) Ask: *Which compounds do we use to talk about things?* (something, anything, everything, nothing) *Which compounds do we use to talk about places?* (somewhere, anywhere, everywhere, nowhere)
- Review that compounds with *some-* are used with affirmative sentences; compounds with *any-* are used with negative sentences and questions; compounds with *no-* are used with affirmative sentences; compounds with *every-* are used with affirmative sentences and questions.
- Have students work in pairs to complete the exercise. Tell them to think about meaning. Also suggest that they notice if the exercise item is a statement or question, affirmative or negative. Circulate and go over any rules, as outlined above.
- Check the answers as a class.
- Call on a confident student to read the message.

## Exercise 11

- Read out the example sentence. Then elicit the answer to the second blank.
- Students complete the exercise individually. Tell them to think about meaning. Also suggest that they notice if the exercise item is a statement or question, affirmative or negative. Circulate and go over any rules as outlined in exercise 10.
- Bring the class together and check the answers.

## Physical appearance

page 5

## Exercise 8

- Students complete the exercise individually.
- Check the answers as a class.
- Then in pairs, have students use the checked words to make statements about the man's physical appearance.
- Make sure students use *has* for a beard, a mustache, hair, eyes, and *is* for bald, overweight, or slim. For *glasses* point out that it is possible to say *He is wearing glasses* or *He has glasses*.
- Time permitting, have students describe their physical appearance to each other in pairs.

## Exercise 9

- Read out the original sentence in the example. Point to James in the picture in exercise 9 and ask: *Does he have long hair?* (no) Read the correction in the example answer.
- Students correct the mistakes individually.
- Then have them compare answers with a partner.
- Check the answers as a class.

## Transportation and travel

page 6

### Exercise 12

- Tell students to skim over the pictures. Ask individual students: *Which modes of transportation do you use?*
- Call on a student to read the example answer. Then have them work individually to find the remaining words and match them with the pictures.
- For an extra challenge with a stronger class, do this as a race.
- In pairs, have students compare answers.
- Check the answers as a class.

## Present progressive for future

page 6

### Exercise 13

- On the board, write: *I'm taking a painting course. Next year, I'm taking a painting course.*
- Ask: *What is the difference in these sentences?* (The first sentence is talking about something happening right now. The second sentence is talking about the future.)
- Read out the example sentence.
- Students work individually to complete the sentences. Tell students to use contractions if possible.
- Check the answers as a class.

### Exercise 14

- Read out the pair of example sentences. Ask: *What in the first sentence indicates that the action is happening now?* (the command to be quiet) *What in the second sentence indicates that the action is in the future?* (the word *later*)
- Students complete the exercise individually.
- Check the answers as a class.

### Exercise 15 Real English 004

- Play the audio. Have students listen once. Then have them listen again for uses of present progressive for future. Instruct them to raise their hand when they hear an example (What are you doing tomorrow? / I'm going to River Park in the morning. / What time are you going?)
- Students practice the dialogue in pairs.

**Audioscript** Student Book page 6

## Transportation and travel

- 12** Find eleven more transportation words in the wordsearch. Then match them with the pictures.



## Present progressive for future

- 13** Look at the pictures of people's plans for next week. Complete the sentences with the present progressive for future. Use the words in the box.

take / a train to Boston    meet / her friends at the library  
watch / the fireworks    watch / a game at the stadium

On Monday, Jorge and Rob are watching a game at the stadium.

- On Tuesday, Eva is meeting her friends at the library.
- On Thursday, you 're taking a train to Boston.
- On Sunday, we 're watching the fireworks.



- 14** Read the pairs of sentences. Write F (future action) or N (action happening now).

Be quiet! We're watching the game! N  
We're watching the game later. Do you want to join us? F

- We're in the car and we're going to Scotland. N  
We're going to Scotland on vacation next summer. F
- Come on! The bus is leaving. We have to run! N  
Let's go! The bus is leaving soon. F
- I'm riding my bike to school this morning because it's sunny. F  
I'm riding my bike to school and there's lots of traffic! N

- 15** **004 Real English** Listen to the dialogue. Then practice with your partner.

- A What are you doing tomorrow?  
B I'm going to River Park in the morning. Do you want to come, too?  
A Great! What time are you going?  
B I'm going at eleven o'clock. Bring your skateboard—we can go skateboarding in the park.  
A OK, so River Park, at eleven o'clock!  
B Yes, and don't forget your skateboard!

- 16 Pairwork** Write a new dialogue similar to the one in exercise 15. Then practice with your partner.

### Exercise 16 Pairwork

- In pairs, students write a dialogue. Tell them to start the same way as the dialogue in exercise 15: *What are you doing ...?* and tell them to use another time word to indicate the future, e.g., *Friday, next week*, etc. Encourage students to use at least three examples of present progressive for future. Circulate and assist as needed.
- Call on pairs to role-play their dialogues.



## Places around town

### 17 Match the words in the box with the definitions.

library hospital post office sports center café bank

- a building or room with lots of books that you can read or take with you library
- a place you go if you are sick or injured hospital
- a place where you can send mail post office
- a building where you can play different sports sports center
- a small restaurant where you can buy drinks and sandwiches café
- a place where you can keep your money bank



## Comparative and superlative adjectives

### 18 Complete the crossword with the comparative (C) or superlative (S) forms of the adjectives.

- |             |               |
|-------------|---------------|
| Down        | Across        |
| 1 small (S) | 3 natural (C) |
| 2 far (C)   | 6 nice (S)    |
| 4 angry (C) | 7 bad (S)     |
| 5 ugly (S)  |               |



### 19 Complete the sentences with the adjectives in parentheses. Use comparatives and superlatives.

- Grand Central Station in New York City is the biggest (big) train station in the world.
- I think this is the most beautiful (beautiful) park in the city!
  - The city of Omaha is smaller than (small) Atlanta.
  - The old market is one of the best (good) things to see in the city.
  - Exercising in the sports center is more expensive than (expensive) running in the park.
  - Because of the festival, May is the busiest (busy) time of year in our city.

### 20 Read the website. Complete the sentences with the adjectives in parentheses. Use comparatives and superlatives.

## Explore Colombia!

### CARTAGENA DE INDIAS

Do you prefer a more relaxed holiday? How about Cartagena de Indias? Maybe you will find Cartagena more relaxing than (relaxing) Cali because it isn't as big as (not big) Cali, but many people think it is one of the most beautiful (beautiful) cities on the Caribbean coast. Every year, lots of tourists come to visit the beautiful buildings and museums. Here you can learn about some of the most important (important) events in Colombia's history.

### BOGOTÁ

Many people think that the capital, Bogotá, is the coolest (cool) and one of the most modern (modern) cities in Colombia. It has lots of great places to eat. Eating in your hotel or hostel can be easier (easy) than eating in a café, but it's a lot better (good) to go out and try a traditional Bogotá breakfast of hot chocolate with cheese.



- For an extra challenge with a stronger class, do this as a race.
- Have students compare answers with a partner.
- Check the answers as a class.
- If students had problems with *bad* and *far*, point out that these are examples of adjectives that have irregular comparative and superlative forms. Write on the board *bad* and elicit *worse / worst*. Write *far* and elicit *further / farther* and *furthest / farthest*.

### Exercise 19

- Read out the example answer. Draw attention to the spelling of *biggest*. Explain that short words that consist of a consonant / vowel / consonant pattern need to double the last consonant before adding -er or -est. Students complete the exercise individually.
- Go over the answers as a class. Review any rules for comparatives and superlatives as outlined in exercise 18.
- If students had problems with *good*, point out that this is another example of an adjective that has an irregular comparative and superlative form. Write on the board *good* and elicit *better / best*. If students had difficulty with the spelling of *busiest*, review rules for changing y to i and adding -er for comparative, and -est for superlative.

### Exercise 20

- Tell students to look at the picture. Ask: *Has anyone vacationed in Cartagena de Indias? What about Bogotá?* If yes, invite students to share; if not, have them comment if these look like good vacation spots.
- Students complete the exercise individually.
- Go over the answers as a class.
- Review any rules for comparatives and superlatives as outlined in exercise 18.

## Places around town page 7

### Exercise 17

- Ask a volunteer to read the words in the box. Read the example definition and answer.
- Students complete the exercise individually.
- Then have them compare answers with a partner.
- Check the answers as a class.
- Bring the class together and ask students to make up definitions for other places around town and have students guess what they are. Say: *a place where students learn* (a school).

## Comparative and superlative adjectives page 7

### Exercise 18

- Tell everyone in class to stand up. Pick the three tallest students and ask the rest to sit down. Say: *X is tall. Y is taller than X. Elicit more statements about the students using comparative and superlative forms. Say: Z is taller than X and Y. Z is the tallest.*
- Elicit or review that words that have two or more syllables (e.g., *beautiful*) use *more + adjective* or *most + adjective*. Remind students that some adjectives have irregular comparative and superlative forms that require a different spelling.
- Students complete the crossword.



## Housework page 8

### Exercise 21

- Students work individually to match the pictures with the phrases.
- Then have students compare answers with a partner.
- Go over the answers as a class.
- In pairs, have students discuss which of the chores they do at home.
- Bring the class together and have students share ideas.

## have to / don't have to page 8

### Exercise 22

- On the board, write: *I have to clean my room.* Ask: *When do we use "have to"?* (When it's necessary to do something, or someone is making us do something.)
- Tell students to look at the chore chart. Ask: *Which of these chores do you have to do at home?* Call on a couple of volunteers for answers.
- Read out the example answer. Tell students to find *Dad* and *clean the bedrooms* in the chart to confirm the answer is correct.
- Students complete the exercise individually. Circulate and ensure correct affirmative or negative forms.
- Then have students compare answers with a partner.
- Check the answers as a class.

## must / mustn't page 8

### Exercise 23

- Read out the first sentence and then the sentence with the example answer. Explain that we use *mustn't* when something is forbidden, and we use *must* when something is necessary or it is a rule or a law.
- Students complete the exercise individually.
- Check the answers as a class.

## Movie types page 8

### Exercise 24

- Students work individually to complete the movie words and match them with the pictures.
- For an extra challenge with a stronger class, do this as a race.
- Go over the answers as a class. Invite students to write the movie types on the board.
- Call on students to share what movies they like to watch.

## Housework

21 Match the pictures (1–6) with the phrases.



do the vacuuming 1      clean the bathroom 4  
make the bed 5      take out the trash 6  
do the laundry 2      unload the dishwasher 3

## have to / don't have to

22 Look at the chart. Complete the sentences with the correct form of *have to* or *don't have to*.

	Mom	Dad	Kelly	Luke
clean the bedrooms	Saturday		Monday	Wednesday
do the dishes	Wednesday, Thursday	Friday, Saturday, Sunday	Tuesday	Monday
feed the dog		every day		
take out the trash	Monday			Friday

Dad doesn't have to clean the bedrooms on Monday.

- Luke has to do the dishes on Monday.
- Mom doesn't have to feed the dog.
- Luke and Mom have to take out the trash.
- Kelly and her dad don't have to take out the trash.
- Does Kelly have to clean the bedrooms on Friday? No, she doesn't.
- Do Mom, Dad, Kelly, and Luke have to do the dishes? Yes, they do.

eight

8

## must / mustn't

23 Read the first sentence. Then complete the second sentence with *must* or *mustn't*.

"Take your feet off the table, Zara! That isn't polite."

Zara mustn't put her feet on the table.

1 "Don't forget your homework."

The students mustn't forget their homework.

2 "Remember to take your umbrella."

You must remember to bring your umbrella.

3 "Don't eat food on the bus."

You mustn't eat food on the bus.

4 "Tom, no excuses. Clean your room tomorrow!"

Tom must clean his room tomorrow.

5 "It's very important that we wash our hands before we eat."

We must wash our hands before we eat.

## Movie types

24 Complete the movie types with the missing letters. Then match the movies (1–6) to the pictures (a–f).

- h o r r o r b
- s c i - f i a
- m u s i c a l d
- r o m c o m e
- f a n t a s y f
- c o m e d y c



## Simple past

- 25 Complete the sentences. Use the verbs in the box.

write travel enjoy study drink be talk

Last summer, they traveled to the U.S.

- 1 I enjoyed the concert! It was great.
  - 2 He didn't understand the homework, so he talked to the teacher.
  - 3 She studied all weekend to get a good grade on the test.
  - 4 I was so bored I nearly fell asleep.
  - 5 Before emails and cell phones, people wrote letters to friends and family.
  - 6 Saulo! You drank all the juice!
- 26 Complete the dialogue with the simple past form of the verbs in parentheses.
- Edu What did you do (you / do) last weekend?
- Berto <sup>1</sup> My cousin came (my cousin / come) to visit. <sup>2</sup> He was (he / be) very tired when <sup>3</sup> he arrived (he / arrive), so <sup>4</sup> we watched (we / watch) a movie in the evening.
- Edu What <sup>5</sup> did you watch (you / watch)?
- Berto <sup>6</sup> I chose (I / choose) a horror movie, but <sup>7</sup> he didn't want (he / not want) to watch that. In the end, we decided on an action movie.
- Edu <sup>8</sup> Was it (it / be) good?
- Berto <sup>9</sup> It wasn't (it / not be) great.
- <sup>10</sup> Did you have (you / have) a good weekend?
- Edu Yeah, <sup>11</sup> I went (I / go) to the mall. <sup>12</sup> I bought (I / buy) some new sneakers.

- 27 **Real English** Listen to the dialogue. Then practice with your partner.

Alice What did you do for your birthday last year?

Cesar I celebrated my birthday with my family. We went to see a movie.

Alice What was your favorite present?

Cesar My favorite present was a new sci-fi book. My brother bought it for me.

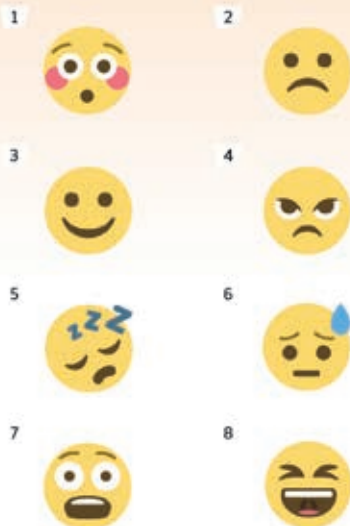
Alice That sounds great! Did you go to school on your birthday?

Cesar No, I didn't. It was on the weekend. What about you?

- 28 **Pairwork** Write a similar conversation to the one in exercise 27. Then practice with your partner.

## Feelings and emotions

- 29 Match the pictures with the words in the box.



embarrassed 1 happy 3 excited 8  
tired 5 sad 2 angry 4  
frightened 7 worried 6

## Verb + -ing form / infinitive

- 30 Choose the correct answers.

I enjoy a French. It's my favorite subject.

a studying b to study

- 1 I stopped \_\_\_\_\_ because I saw something interesting in the store window.  
a to walk b walking
- 2 She doesn't mind \_\_\_\_\_. It makes her feel less nervous about the test.  
a to study b studying
- 3 He tried \_\_\_\_\_, but he was too excited about his vacation.  
a to sleep b sleep
- 4 Flor wanted \_\_\_\_\_ to the amusement park, but she was frightened of the big roller coasters.  
a going b to go
- 5 We hoped \_\_\_\_\_ a nice vacation, but the hotel canceled our reservation. I was so sad!  
a taking b to take

nine

9

## Exercise 28 Pairwork

- On the board, write the following questions from the dialogue: *What did you do for your birthday last year? Did you go to school on your birthday?*
- Ask: *Which question elicits a "Yes / No" answer? (the second one) Which question elicits information? (the first one. Tell students to include each type of question in their dialogue.*
- Circulate and assist as needed.
- Call on pairs to role-play their dialogues.

Feelings and emotions page 9

## Exercise 29

- Students complete the exercise individually.
- For an extra challenge with a stronger class, do this as a race.
- Then go over the answers as a class.
- Call on students to mime emotions for the class to guess the word. The student that guesses an answer performs the next mime.

Verb + -ing form / infinitive page 9

## Exercise 30

- Read out the example and write it on the board. Underline *enjoy* and review that certain verbs are followed by the -ing form and some by the infinitive (to + base form). Explain that some verbs can be followed either by the -ing form or infinitive.
- Students do the exercise individually. Instruct students to guess if they are not sure if a verb takes the -ing form or infinitive. Point out that none of the answers can be both options.
- Bring the class together and go over the answers.
- Explain to students that there isn't a clear rule when to use the -ing form or infinitive after a verb. They will learn these as they continue to study the English language.

Simple past page 9

## Exercise 25

- Students complete the exercise individually.
- Ask students to compare answers with a partner.
- Check the answers as a class.
- Review regular past forms (*traveled, enjoyed, talked, studied*) and irregular past forms (*was, wrote, drank*). If students had difficulty with the past form of *study*, explain that regular verbs ending in a consonant + y drop the y and add -ied.

## Exercise 26

- Students complete the exercise individually.
- Go over the answers as a class.

- Go over affirmative and negative, regular and irregular past forms as needed. Point out the difference between *Yes / No* questions with *be* (e.g., *Was the movie good?*) and other verb forms (e.g., *Did you like the movie?*)
- In pairs, have students role-play the dialogue.

Exercise 27 Real English 005

- Play the audio. Have students listen once. Then have them listen again for uses of simple past and raise their hand when they hear an example (*What did you do ...; I celebrated ...; We went ...; What was ...?; My favorite present was ...; My brother bought ...; Did you go ...; No, I didn't; It was ...*)
- Students practice the dialogue in pairs.

**Audioscript** Student Book page 9



# 1 What am I going to do?

## Grammar

going to (1): Intentions (Affirmative and negative)

going to (2): Predictions (Interrogative and short answers)

going to (2): Predictions

Relative pronouns (*who*, *which*, and *that*)

Verb + infinitive or *-ing* form

## Vocabulary

Jobs

## Communication

Checking in at an airport

## Skills

**Listening:** People talking about plans

**Speaking:** Talking about weekend plans

**Reading:** A career website

**Writing:** A paragraph about your future

## Values and cross-curricular topics

Job quiz: analytical, practical, creative professions; Professional goals

## Presentation

pages 10–11

### Aim

To present the new language in an interesting context

### Story

In her blog post, Brooke asks readers what they are going to do when they graduate from high school. Her friends Ashley and Tyler know what they want to do. Brooke only knows what jobs she doesn't want to do. She has many interests and feels very confused.

**1** What am I going to do?

**In this unit we will ...**

- talk about jobs
- check in at the airport
- talk about plans for the weekend
- organize ideas before writing a text

**Brooke asks ...**

Posted February 26<sup>th</sup>

Hey! So today's question is: What are you going to do when you graduate from high school? Are you going to be a police officer, a chef, or a web developer? Or maybe you're like me and you just don't know. I don't even know the subjects that I'm going to study next year at school!

My friends Ashley and Tyler know the jobs that they want to do. Ashley would like to be a lawyer. She's going to study law at college. And Tyler ... he wants to be a builder. He isn't going to go to college. He's going to do an apprenticeship and work with his dad. It isn't fair! They know what they're going to do, and I don't have a CLUE!

At least I know the jobs that I'm NOT going to do! I'm not going to be a mechanic because I don't like working with cars. I'm not going to be a nurse because I hate hospitals! And I'm not going to be an accountant because I'm terrible at math!

When my family and teachers talk to me about my future, they all say, "Do something that you love, Brooke." But how does that help me? I love doing lots of different things. I like writing my blog, listening to music, cooking for my friends, and going to the movies ... I'm TOTALLY CONFUSED! Well, that's it for today. Bye for now!

**1** **Read and listen** to Brooke's blog post. Choose the correct alternative.  
Brooke knows / doesn't know the job that she wants to do in the future.

**Link to life** Do you think there's too much pressure on teenagers to know what job they want?

**Check it out!** Find these phrases and check their meaning.

It isn't fair!	totally confused
I don't have a clue!	that's it for today
At least ...	

### Warm-up

- Focus students' attention on the list under *In this unit we will ...* and call on volunteers to read the bulleted points.
- Have students read the title of the unit and look at the blog post. Ask: *What do you think is the focus of this post?* (jobs) Ask students to look at the three pictures in circles. Ask: *What jobs do these people have?* (chef, builder, police officer) Ask: *Do any of these jobs interest you? Do you know what you're going to do after high school?*

### Exercise 1 Read and listen 006

- Play the audio. Students read and listen. Then have them choose the correct answer.
- Go over the answer as a class. Then ask: *What jobs does Brooke NOT want to do?* (mechanic, nurse, accountant)
- Go through the *Check it out!* box and ask students to find the words in the text. Make sure that they understand the meaning of the words.
- Focus students' attention on the *Link to life*. Ask a volunteer to read it aloud. Then in pairs, have students discuss.
- Bring the class together and call on volunteers to share opinions.

**Audioscript** Student Book page 10